



National Congress Bulletin

APRIL 1954 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 21, NO. 8

Dear P.T.A. President:

APRIL so soon! How the school year races toward the summer vacation! Already your P.T.A. may be choosing leaders for next year. This month in more than thirty states P.T.A.'s are looking forward to state conventions. If you are having a convention in your state, I do hope you are sending as many delegates as possible. The cost of sending representatives to state and national conventions is a good investment. The dividends multiply as returning delegates pass on to fellow members their new information, enthusiasm, and inspiration.

During the past two months I have represented you at many meetings of national leaders in education and child welfare. I heard the P.T.A. described as "an action group," "an organization dedicated to the welfare of all children," "an organization of the people," and "a group that accepts responsibility and can be relied upon to complete the task." How good such words make me feel! They are assurance that every president of every association is striving earnestly to maintain high standards of achievement, for our whole program and progress depend on the strength, vigor, and constructive action of the local units.

At one meeting a school superintendent told me that he presumed parents in his school community were interested in their children; they paid dues to the P.T.A. and participated occasionally in unit activities. Then he went on to say that the mothers bowled one night each week while the dads did the baby-sitting.

Just a few days earlier I had attended a meeting of representatives of the bowling industry and national leaders concerned for child welfare at the U.S. Department of Labor in Washington, D. C. So it occurred to me that those P.T.A. members who enjoy bowling have an opportunity to improve the conditions of children right in their own bowling centers.

I wonder how many bowlers look beyond the alley to the pit. Who is the pin setter in the hot, noisy pit, dodging

flying pins and crashing balls? Usually he's a schoolboy. How many players give a thought to this youngster, sweating and straining to reset their pins and return their balls? Do they know how old he is? Do they know he often lifts 8,000 pounds in two hours? How late does he get home at night? Can he keep up with his schoolwork? Who are his older companions in the pit? Are they good associates for a young boy? Is liquor sold on the premises?

At the meeting in Washington we spent a whole day on the problem of ways and means to improve working conditions for pin boys. We know the next job has to be done in the local community. It's up to P.T.A.'s, local school, labor, and law-enforcement

people, proprietors of bowling alleys, and other interested citizens to see that pin boys are at least 16 years old, that working conditions are wholesome, healthful, and safe for them.

Pin-setting, of course, is just one type of after-school job for youth. Did you ever stop to think of the other jobs at which boys and girls in your community work? Do you know what their working conditions are like? Although high school P.T.A.'s have a more immediate concern for working youth, elementary school P.T.A.'s have an important responsibility too. Their members are employers of baby sitters, pin boys, delivery boys, farm helpers, and other youthful workers. We ought to think about possible hazards, working conditions, and the strength and maturity required for various work. With the ap-

(Continued on page 2)



© Advertiser

TWO P.T.A. PRESIDENTS — Mrs. Newton P. Leonard, of Providence, R. I., president of the National Congress of Parents and Teachers, is pictured at the Halekulani hotel with J. Ralph Brown, president of the Hawaii Congress. Mrs. Leonard is attending the Hawaii Congress convention.

proach of summer vacation, when more boys and girls will be seeking work, we should be cooperating with other local groups and employers in setting proper standards and practices.

Sometimes I think it is difficult even for you and me to realize the importance and power and responsibility of our organization. So many rely on us. So much depends on our efforts. How are we measuring up to our tasks and opportunities? As I have said, the local unit is the bone and marrow that strengthens and invigorates our whole work. Your replies to the following questions on your own local unit might well give you the answer.

Is the program one of constructive action?

Are all members involved?

Does the public understand what we are doing?

Is the program flexible, timely, and related to the needs of the community?

This month we shall move into our new national headquarters. As we are getting settled, we shall think of you, who have shown your love for children through your gifts. We do not expect the confusion of moving to interrupt our contacts with you. We expect through our expanded and improved facilities to serve you better. Next year we shall hold our national convention in Chicago, and we hope that every local unit will send a delegate to participate in our celebration as we dedicate this, our home, to the welfare of children and youth.

This year we meet for our convention in Atlantic City, New Jersey. I am looking forward to seeing many of you there. Our sharing together of work and play for a few days will strengthen our efforts to build better homes, better schools, and better communities.

Loyally yours,

Lucille P. Leonard

MRS. NEWTON P. LEONARD, President
National Congress of Parents and Teachers

HAVE YOU ORDERED A SUPPLY OF OBJECTS BOOKMARKS? THEY ARE GOING FAST! A FEW MORE ORDERS AND WE WILL REACH THE 100,000 MARK!

NATIONAL CONVENTION • 1954

Program Briefs

SUNDAY—May 23, 1954

4:00 p.m.

St. Paul's
Methodist
Church

6:00 p.m.

Ambassador
Hotel

VESPER SERVICE, including a memorial to past national officers, state presidents, and national chairmen

ADDRESS

THEODORE M. GREENE, Professor of philosophy, Yale University

BUFFET SUPPER: National Life Members

MONDAY—May 24, 1954

Presiding: MRS. NEWTON P. LEONARD, President

GREETINGS

MRS. A. G. LINK, President, New Jersey Congress

THE HONORABLE ROBERT L. MEYNER, Governor of New Jersey

FREDERICK M. RAUBINGER, State Commissioner of Education, New Jersey

RESPONSE

MRS. ROLLIN BROWN, First Vice-president

GREETINGS:

WILLIAM A. EARLY, President, National Education Association
The president, Canadian Home and School and Parent-Teacher Federation

PRESIDENT'S ADDRESS

MRS. NEWTON P. LEONARD

1. Problem Clinic
2. Parent Education
3. School Education
4. Health

Presiding: MRS. NEWTON P. LEONARD, President

INTRODUCTION OF STATE PRESIDENTS

ADDRESS

NELSON A. ROCKEFELLER, Undersecretary, Department of Health, Education, and Welfare

TUESDAY—May 25, 1954

ELECTION OF OFFICERS

Presiding: MRS. NEWTON P. LEONARD, President

ADDRESS

SAMUEL BROWNELL, United States Commissioner of Education, Department of Health, Education, and Welfare

MAGAZINE PRESENTATION

1. Problem Clinic
2. School Education
3. Home and Family Life
4. Recreation

Presiding: MRS. NEWTON P. LEONARD, President

PRESENTATION OF NATIONAL CHAIRMEN

ADDRESS

BENJAMIN COHEN, Assistant Secretary-General, United Nations

GENERAL SESSION I

9:00 a.m.

Convention
Hall
Atlantic City
Auditorium

SECTION MEETINGS

2:00 p.m.
to 4:00 p.m.

GENERAL SESSION II

8:00 p.m.

Convention
Hall

GENERAL SESSION III

9:30 a.m.

SECTION MEETINGS

2:00 p.m.
to 4:00 p.m.

GENERAL SESSION IV

8:00 p.m.

Convention
Hall



Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

aying the Groundwork

When twelve thousand construction workers, with their wives and children, moved into Pike County, Ohio—a quiet rural community—to work on the giant atomic plant now being installed there, the schools faced problems that called for unusual effort.

"We're bursting at the seams," said Superintendent Way, as classrooms overflowed with sixty-five to seventy pupils, and school buses intended for forty-five children carried ninety. Before the project is completed, twice as many persons are expected to move into the area.

The fieldworker learned of this situation in Chillicothe, where she conducted a leadership training institute recently. A delegation of fourteen young

mothers arrived from Pike County to discuss their problems with P.T.A. leaders and seek guidance. The situation, though temporary, is acute. Construction of additional school buildings cannot be completed before the fall of 1954. Superintendent Way has filed an application for federal assistance under a special law providing for emergency construction in areas like Pike County.

In the meantime P.T.A. members are emphasizing character-building experiences to counteract the threat of delinquency and are providing a wide variety of recreation. Groups have scoured the countryside searching for places to hold parties and dances. Picnics, craft classes, parades, and games, have brought together old and new residents who had previously felt resentful of each other. Plans are now under way for a community house.

Said Donald Van Valen, United Community Defense Services representative, "The way natives and newcomers are working together to make the atomic energy area development happy and successful for everyone is the finest example of democracy in action I've ever seen. The problems are tremendous, and the accomplishments few so far. But the biggest accomplishment of all is the build-up of friendliness and cooperation."

Guest from India

A visitor from New Delhi looked on with interest as a leadership training institute began recently in Columbus, Ohio. She was Mrs. Shanti Kabir, general secretary of the Association for Moral and Social Hygiene in India. Mrs. Kabir was the guest of Mrs. Russell C. Bickel, secretary of the National Congress.

"India's greatest needs are compulsory education for all and the teachers to staff the schools for such a program," she said. Her country has just initiated a twelve-year program of schooling patterned after the American system. Children are taught three languages—their native tongue, Hindi, and English. The trend is away from the exclusively academic and toward the practical.

"For example, a village girl in primary school learns not only reading and writing, but also spinning and weaving."

Parent-teacher groups in India are very different from those in the United States, she reported. Many parents have never attended school and feel shy and hesitant in their contacts with teachers. The small percentage of educated parents, on the other hand, is inclined to be hypercritical of the schools. Teachers must win the confidence and respect of both groups before the parent-teacher movement can become fully effective.

But a beginning has been made, and Mrs. Kabir feels that cooperation will increase with the broadening of education. Mrs. Kabir's visit to this country also included study of welfare organizations, social security legislation, employment bureaus, and industrial schools.

She was impressed by the number of women in the United States who combined homemaking with a career. From experience she sighed and said, "It's awfully difficult to do two jobs well." Mrs. Kabir had made this combination successfully as a welfare leader and the mother of two children now in college.

NATIONAL CONVENTION • Program Briefs continued

GENERAL SESSION V

9:30 a.m.

Convention Hall

WEDNESDAY—May 26, 1954

Presiding: MRS. NEWTON P. LEONARD, President

ADDRESS

BERTRAM M. BECK, Director, Special Delinquency Project, Department of Health, Education, and Welfare

SECTION MEETINGS

2:00 p.m.
to 4:00 p.m.

1. Juvenile Delinquency and the Family
2. Juvenile Delinquency and the Community
3. Treatment and Rehabilitation of the Delinquent

Presiding: MRS. NEWTON P. LEONARD, President

BANQUET

ADDRESS

HENRY STEELE COMMAGER, Historian and author

INSTALLATION OF OFFICERS

GENERAL SESSION VI

6:45 p.m.

Convention Hall

THEME: Better Homes, Better Schools, Better Communities for a Responsible Society



WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

Astir with Activity

Hecla P.T.A. (Hecla, South Dakota) has chalked up an impressive record of achievements in just a year and a half of activity. Formed in 1952, the young unit has completed the following projects to date:

- Carried on an extensive safety program including the taping of sixty-six bicycles with luminous tape.
- Started a dental clinic, which involved bringing four dentists from a distant town.
- Initiated an immunization clinic.
- Leveled a tennis court, so that students may play.
- Established the practice of entertaining teachers at a coffee hour every Thursday.
- Planned a panel discussion last spring on "Vacations Are Good for Learning," based on material from the *National Parent-Teacher*.

- Presented a "home talent" play in which all the community participated. (A director from a near-by city trained the cast and supervised the entire production.)
- Organized a mixed parent-teacher chorus that meets once a month in addition to regular unit meetings.

Another unit in the same district is cementing stronger community relationships through its theme "Meet Your School and Meet Your Neighbor." Parents help teachers register children on opening day; they serve coffee to teachers at the time of the faculty meeting; and during the summer they sponsor a story hour each afternoon for various age groups from three to ten years. A "teen canteen" is in the offing for high school students. The unit credits much of its increase in membership to a "pep and promotion" letter sent out before fall enrollment.

Once a year each unit in the district (except those in Aberdeen, which have their own radio program) presents materials for a monthly parent-teacher broadcast.

Something New

The Lincoln P.T.A. of Pierre, South Dakota, in an effort to make parent-teacher activity important and interesting to the community, has adopted several innovations: committees are chaired by "Mr. and Mrs."; room representatives call upon every parent not personally known to them for the membership enrollment; a preschool clinic is conducted in cooperation with other schools; and parents are working on a list of recommended films they hope will influence both parents and theater operators to choose better movies for children.

Previews

High school students of Littleton, New Hampshire, had interesting previews of their chosen careers right in their own home town—thanks to the Chamber of Commerce. Two hundred business and professional leaders in the community took the time and trouble to discuss their fields of work with groups of high school students and to make appointments with individual students. The school and the community agreed the career consulting program was a success!

Post Card Campaign

The P.T.A. members of three community schools in Wyoming were instrumental in getting a dentist, a doctor, and a nurse in their area. Pointing out that residents had to travel many miles for health services, each P.T.A. member urged members of other organizations to which he belonged to write a card to the state health department. The flood of post cards from the area brought prompt assistance.

Back to School

Teachers in New Hampshire believe in continuing adult education. In one year alone 93 per cent of the faculties of the state participated in an in-service training program. This figure represents 83



© Columbus Dispatch

• Ohio parent-teacher leaders introduce an Indian visitor to the story of the P.T.A., *Where Children Come First*, at a recent leadership training institute in Columbus. From left to right are Dema Kennedy, National Congress fieldworker; Mrs. Russell C. Bickel, secretary of the National Congress; Mrs. John Rinnert, Central District director of the Ohio Congress; Mrs. R. H. Davidson, president, Columbus and Franklin County Council; and Mrs. Shanti Kabir, general secretary of the Association of Moral and Social Hygiene of India. Mrs. Kabir is in this country to observe the operation of welfare organizations. See page 3 for story.

per cent of the elementary teachers and 75 per cent of the high school teachers. In this way the teachers, in cooperation with the state department of education and institutions of higher learning, are helping to raise the standards of teaching throughout New Hampshire.

In a Hurry

The P.T.A. in Storey, Wyoming, is not large, but it is active. Having cooperated in the raising of funds to provide additional classrooms for their overcrowded school, P.T.A. members did not wait for red tape when the prefabricated building material arrived in Storey. Fathers helped to erect the building and assisted in wiring and finishing the interior. The school yard was torn up and muddy after all the construction work, so parents hauled gravel and covered the yard to provide playground areas. This unit also sponsors a yearly "stunt night" in which four or five of the rural schools in the vicinity participate.

A Guide to Children's Books

What is a good book for children, and why? The Kansas Congress is helping its members find the answer themselves in study groups by providing them with an excellent outline on children's reading. Frances Sullivan of the Wichita Library and Mrs. Ruth Gagliardo, national chairman of Reading and Library Service, prepared the course especially for groups who do not have the professional leadership of librarians or teachers.

Members meet once a week for discussion during a six-week period. They take up such questions as: At what age is a child ready for books? Are fairy tales "untruthful rubbish," without value for children? Why do children often find the books their parents read as children dull and uninteresting? Before long the study group has covered children's books from Mother Goose to the comics, evaluating their physical appearance as well as their contents.

Reference books used in the course are these:

Books, Children and Men	<i>Paul Hazard</i>
Children and Books	<i>May Hill</i>
First Adventures in Reading	<i>Arbuthnot May</i>
Bequest of Wings	<i>Lamberton Becker</i>
Reading with Children	<i>Annis Duff</i>
What Books for Children?	<i>Anne T. Eaton</i>
	<i>Josette Frank</i>

Public libraries in other cities, like Boston, are now using the study course, which has been sent on request all over the United States.

Friendliness Pays

"No one comes to Hebred and doesn't find a friend," decided the P.T.A. of Hebred, Wyoming. Newcomers were welcomed personally to the community, and the P.T.A. membership increased from 100 to 350!

The Ayes Have It

Citizens in Stittville, New York, said "Yes" to the construction of a new elementary school this winter, turning out in great numbers to do so. The night of the school vote meeting, Holland Patent Central School P.T.A. furnished transportation and baby sitters to enable as many as possible to attend. Members also worked as checkers; when balloting time seemed short they phoned those not arrived to remind them that they had only an hour left to vote. Total attendance was 759, of which 590 voted for an addition to the present school. This means that Holland School will be converted to a junior and senior high school while the new building will serve elementary school children in the community.

Background for this vote of approval was provided by the P.T.A.'s information program. Months before, it formed committees in each of the towns and villages served by Holland School to discuss the need for new facilities. Unit meetings were frequently devoted to the showing of slides and talks on the subject. The Stittville Board of Education feels that without Holland P.T.A.'s "get out the vote" campaign, the measure would not have passed with such a large margin.

May 24, Atlantic City— N.C.P.T. Convention Opens

NATIONAL CONGRESS BULLETIN

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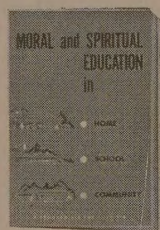
ALL THREE —for— ONE DOLLAR



Happy Journey

- A guide for parents of five- and six-year-olds to help them launch their children on their first journey to school. Explains how parents can prepare children for school and cooperate effectively with the teacher. Makes the

bridge between home and classroom easier to cross.



Moral and Spiritual Education

- Offers a fresh perspective for understanding and re-emphasizing moral and spiritual values in home, school, and community. Pools the experience of parents, educators, and youth leaders in making

these values meaningful. Excellent for group study and discussion. Each chapter is followed by questions for discussion.



Parents and Teachers as Partners

- Discusses many things that create resentment and misunderstanding between parents and teachers. Offers suggestions for overcoming these obstacles. Contains answers to a

nation-wide questionnaire that asked teachers, "What are the five qualities most important in parents?" and asked parents, "What five qualities are most important in a good teacher?" The replies are important to every parent, teacher, and administrator.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

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(Make check or money order payable to the National Congress of Parents and Teachers.)

Said and Heard...

AT THE A.A.S.A. CONVENTION

HERE are some of the remarks gleaned from the recent meeting of the American Association of School Administrators in Atlantic City. Representing the National Congress as observers were Mrs. Newton P. Leonard, national president; second vice-president Knox Walker; and vice-presidents Mrs. O. S. Fatland, Mrs. T. J. Mims, Mrs. Herman Nordfors, and Mrs. Edward T. Walker.

• I BRING YOU greetings from the U.S. Office of Education, in a period when we face the hardest, most challenging, most satisfying opportunities in the history of education, and when we can offer to youth careers that should challenge their best efforts in an expanding and significant field of endeavor. Ours is a serious and exciting challenge. These meetings should bolster our strength to keep up the strenuous work our responsibility requires. I pledge you the vigorous and sincere support of the Department of Health, Education, and Welfare and trust that in our activities we can merit your wholehearted cooperation.

—SAMUEL M. BROWNELL, U.S. Commissioner of Education

• WHEN businessmen talk about education it is frequently assumed that they are chiefly concerned that the schools provide the kind of education that will enable young people to be fitted into jobs. That, of course, is an important role of education. But we in the National Association of Manufacturers—and I think this is true of most of our business and industrial leaders—want it clearly understood that we believe in educating the “whole person”—in fitting him for life and not merely for earning a living.

—CHARLES R. SLIGH, chairman of the board, National Association of Manufacturers

• IN THE American tradition the problems of education are primarily the responsibility of the states and the people in our local communities. One of the great strengths of the American public schools lies in the fact that they are controlled locally by the people they serve.

—OVETA CULP HOBBY, Secretary of Health, Education, and Welfare

• IF TIME were at my disposal, I would take you to Puerto Rico, Mexico, East Africa, Egypt, and especially to India where the greatest village development in human history is taking place. Here with funds largely furnished by the Indian government but partly by Australia, New Zealand, and the United States, with loans from the World Bank, and contributions from the Ford Foundation, village workers are being trained in agriculture, health and sanitation, education and home improvement. Fifty-five rural development projects covering 16,500 villages and eleven million people are under way.

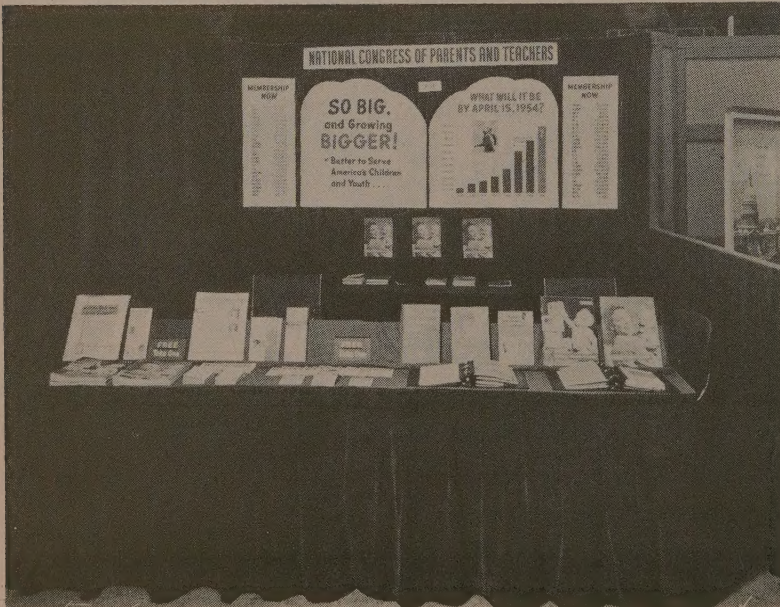
—CLIFFORD P. ARCHER, professor of education, University of Minnesota

• PARTISAN politics has no place in education. Where politics has been injected into the educational system, we have seen our schools deteriorate. Political exploitation of teachers (and that has occurred in some places) has had a disastrous effect. Fortunately this evil is being corrected. One of the underlying reasons is the continued vigilance and courage of this association and other groups, which have kept uppermost the fundamental ideals of the teaching profession.

—DOUGLAS MCKAY, Secretary of the Interior

• WHY DO boys and girls drop out of high school? Surveys show various reasons. Of those who drop out of our high schools before graduation, approximately 43 per cent do so because they prefer to work; 25 per cent do so because they don't like the school program and don't think that it is serving their purpose. Six and a half per cent drop out because the family needs their support. Five per cent drop out because of ill health. Seven per cent enter the armed forces. Some of our surveys concluded that there are two principal reasons for these dropouts: (1) an inadequate guidance program or none at all, and (2) a very poor curriculum structure.

—HERMAN L. SHIBLER, superintendent of schools, Indianapolis



• The National Congress exhibited its publications at this booth during the recent A.A.S.A. convention in Atlantic City, attended by school administrators from every section of the United States.



• The National Congress honored chief state school officers at a dinner during the American Association of School Administrators' convention in Atlantic City last February. Shown at the head table are (left to right) Mrs. O. S. Fatland, national vice-president; Knox Walker, second vice-president; Mrs. Edward T. Walker, national vice-president; Roy E. Simpson, president, National Council of Chief State School Officers; Mrs. Newton P. Leonard, national president; Finis E. Engleman, first vice-president, National Council of Chief State School Officers; Mrs. T. J. Mims, national vice-president; Freda Scribner, member, Joint Committee; N.E.A.-N.C.P.T.; and Mrs. Herman Nordfors, national vice-president.

• IN ATHLETICS, as elsewhere, it is conceded that youth should be learning fair play, loyalty, and honesty. Although cases of flagrant departure from moral behavior in high school athletics are rare, evil influences may readily find nurture in the emotional stimulus of the game. The Educational Policies Commission felt that the public and educators should examine the athletic program in each community to see whether it is making the greatest possible contribution to the student body and is offering unusual opportunities for effective learning for all.

—N. D. McCOMBS, co-author of "School Athletics: Problems and Policies"

• IN EDUCATING for citizenship, we realize the necessity of placing children in situations in which they can act as good citizens. This is not a procedure that can be limited to the final year or two of a pupil's school life; the learner must be afforded these opportunities from his first school year to his last.

—BENJAMIN C. WILLIS, General Superintendent of Schools, Chicago

• THE possibilities of classroom television are just beginning to be realized. Commercial stations in a number of cities have been very generous in making time available. Many other stations will cooperate if educators undertake the project realistically. The establishment of educational stations will permit greater flexibility in time schedules and wider variety in offerings. It is high time that educators make provision now for (1) trained staffs to plan and pro-

duce programs; (2) effective utilization and evaluation in classrooms by informed teachers; and (3) satisfactory viewing arrangements in schools.

—MARTHA GABLE, assistant director, school community relations, Philadelphia Public Schools

• OUR great need today is to build bridges of understanding over which the people of the world can pass. There are two things we must understand

about each other. First, we must know the things that all people have in common as human beings and we must recognize the many ways in which we are all alike. Second, we must recognize our differences so that we may develop the patience, mutual respect, and Christian charity necessary to deal with these differences.

—MRS. RAYMOND SAYRE, past president, Associated Country Women of the World



• Here, again, are guests at the National Congress dinner for state school officers in Atlantic City. The scene is the Venetian Room of the Ambassador Hotel (which will be the headquarters for the National Congress convention in May). The dinner was held on Founders Day, February 17.

MAGAZINE MEMOS

● **Let's Talk It Over: A Teacher to Parents.** Starting in April the *National Parent-Teacher* opens its pages to a new forum for teachers. They will write informally about the various things they would talk over with parents if they could sit down side by side for a quiet chat. Margaret C. Schowengerdt, teacher of English and a member of the Educational Policies Commission, tees off with some observations of teen-agers. She finds them subject to new influences outside the community that neither parents nor teachers can ignore. Her forthright comments are well worth reading in the April issue.

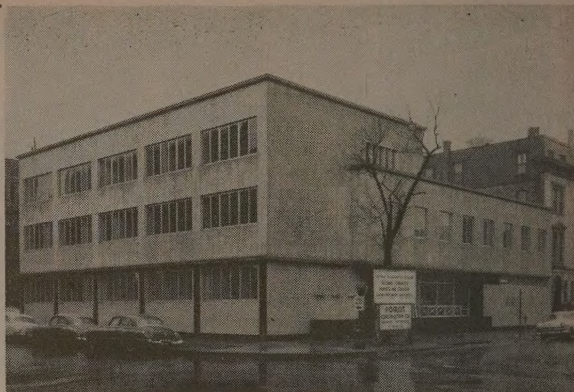
● **What Makes a Good Citizen?** Charles W. Ferguson isn't satisfied with the usual general answers. He probes deeper and comes up with the suggestion that the task of citizenship be seen "in terms of unsolved problems on which the wit and ingenuity of youth is needed. . . . It is the invitation to improvement that attracts and stimulates the young." For Mr. Ferguson's further answers to this ever-present question, read his article in the April issue of the *National Parent-Teacher*.

● **Reading Is More Than Fun.** Elizabeth Orton Jones is a writer and illustrator of children's books. About a year and a half ago she was asked to paint a mural in one of the wards of a new rehabilitation center for crippled children. What she learned about children's responses to reading as she visited each ward makes a moving and enlightening article in the April issue of the P.T.A. magazine.

● **From the Child's Point of View.** Ruth Strang takes us imaginatively into the child's world, makes us see ourselves as he does, in this article from the forthcoming *National Parent-Teacher*. How does a two-year-old feel when he is just on the edge of understanding so many things? How do elementary school children feel when they are expected to do things that are too difficult for them? But this is not a guessing game; Dr. Strang's article is a real help in fathoming children's thoughts and emotions—and understanding our own behavior as parents better, too.

● **Continued Next Month.** Also in the April issue are all the familiar features of the *National Parent-Teacher*, plus the concluding article in the series "New Hope for Audiences," and another installment of "101 Questions About Public Education." You'll especially enjoy the President's Message for Easter, "God So Loved the World." Be sure to tell your membership about it.

OUR
NATIONAL
HEADQUARTERS
AS IT
LOOKED
ON
FEBRUARY 17,
1954.



Ally of the P. T. A.

Oklahoma's Family Life Institute has just rounded out fifteen years of service. They've been years of fruitful cooperation with the state congress (which was instrumental in starting the center) and other groups concerned with parent education. For among the objectives of the institute are the strengthening of programs of family life education, assistance in the development of leaders, and preparation of related helpful materials.

Director of the center is Alice Sowers. Early this winter Dr. Sowers participated in two broadcasts from the University of Oklahoma, where the institute is located, and discussed some of its activities.

High school forums have been among its most popular programs. Students join in a two-hour assembly, in which they can freely submit questions on teenage problems. Baby-sitting courses are also an institute project. They prepare school youths to deal responsibly with children in the household while parents are away. Eventually, the institute hopes, youth-serving groups throughout the state will formulate a uniform baby-sitter's code. In this as in other family life programs the institute is serving Oklahoma's children and their parents.

"An Abiding Interest"

● This letter was forwarded to us by Mrs. J. W. Heylmun, national vice-president and a member of the national headquarters committee. It was written by a retired school-teacher in whose honor the W. H. Isely P.T.A. donated a gift of ten dollars to the headquarters fund.

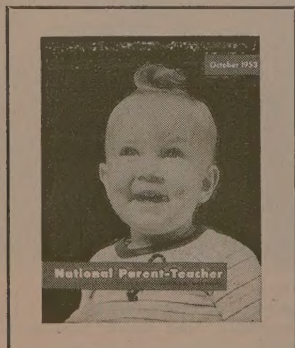
• • •

Thank you for your letter appraising me of the gracious honor conferred upon me by the W. H. Isely Parent-Teacher Association of Wichita, Kansas.

Your information came as a surprise to me. I am happy to be reckoned among those who have an abiding interest in the welfare and development of children and youth. Nowhere is there a more rewarding investment of life and interest and love than in the schoolroom.

When one is no longer eligible for the schoolroom there are still opportunities to touch childhood and youth. Happy are these opportunities for those who have retired.

M. Alice Isely



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